

Establishing a Culture of Coaching: Building Blocks to BDA

January 8, 2014

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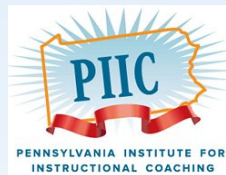
Woodland Hills Junior High School

Christopher Caton

PIIC Mentor, Intermediate Unit 3



Establishing Credibility



Establishing Credibility

- Why you? Why were you hired by your district to be an instructional coach?



Establishing Credibility

- Full Building Professional Development
 - Modeling instructional strategies “walk the walk”
- “Walk the Line” between teaching staff and admin
- Being the “Expert”
- Building involvement
- Create a functional workspace



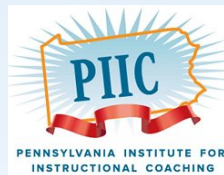
Establish Credibility: Create a workspace



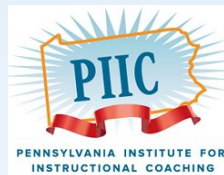
Old Office



New Classroom



Building Relationships



Building Relationships

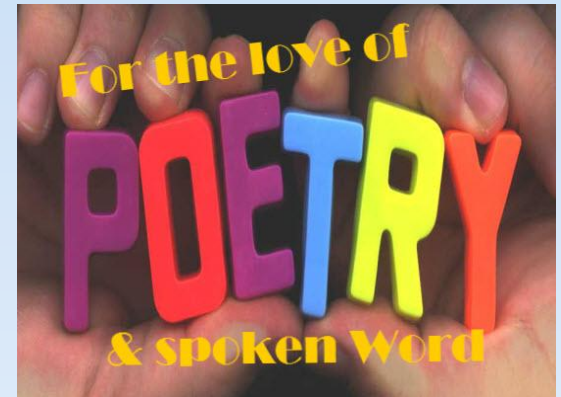
Activity:

“SWiP and Whip” Text

Rendering:

Directions:

As you read the blog, capture one sentence, one word and one phrase that resonate with you.



The Feedback Loop

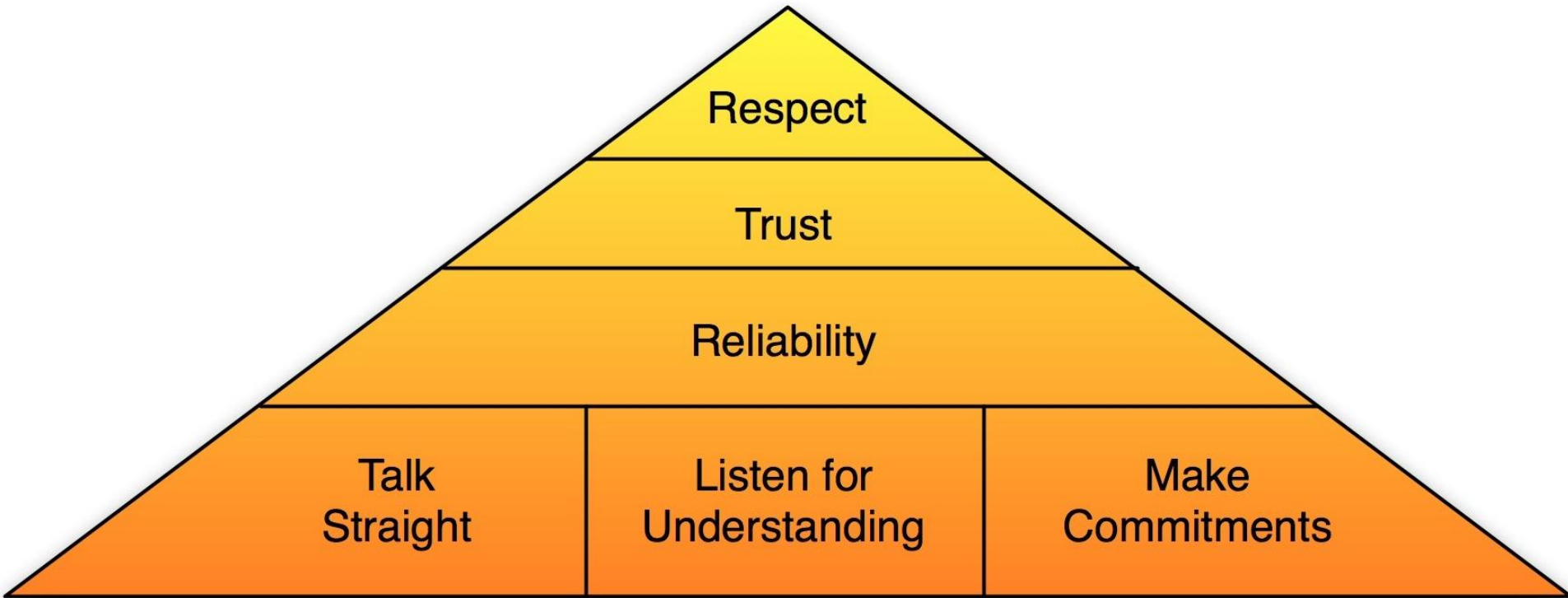


Feedback Loop Article from Wired Magazine

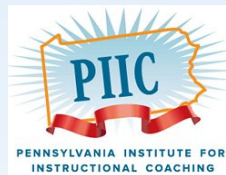
<http://goo.gl/x9qBI>



Building Relationships



Assuming a Leadership Role



Assuming a Leadership Role

In your role as an instructional coach, how comfortable are you calling yourself a leader?

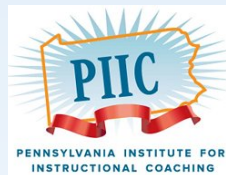


http://new.ted.com/talks/drew_dudley_everyday_leadership



Assuming a Leadership Role

- Responsibility to lead
- Spending the social capital
- Part of being the “Expert” and the “Knower”
- Staying current through PD
 - PIIC, Local IU, District Meetings, Reading, etc
- Mirror and Window
 - Micro and macro vision



Coaching Focus



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Twitter founder – Jack Dorsey



2011: Year One

“Take 5” for Krett (the new reading coach)

Hello Colleague!

I'm hoping I can bribe you with a candy bar to take about five minutes to complete a survey for me. I know that this is not a food on the wellness chart of acceptable snacks, but I couldn't resist the temptation of using such a literal reminder!

I know how busy you are getting your classroom ready for the start of school, so don't feel obligated to do this today. Of course, if you take a break to eat the candy bar, you could probably finish the survey while you're chewing...but don't let me pressure you!

If you could get it back to me (drop it off in person or in my mailbox) by the beginning of the 2nd week of classes, I'd appreciate it. That would be Monday, the 29th of August; holding out past that date will not result in further chocolate reminders, though that's a strategy I would try if someone were handing out tasty bites of sweet and salty deliciousness...

Remember, my primary responsibility is to help you help your students achieve proficiency. Once I find my way around the building, figure out some basics and spend some time slogging through the data on edinsight, I'll develop some forms you can use to request services. Until then, I just need a basic idea of what you're looking for in a reading coach.

Name _____ Room # _____

Classes I Teach _____

Check all that apply:

I would like to work directly with the reading coach in the following ways:

_____ **ask her to find short reading materials that would supplement my curriculum** (profiles on athletes for gym class, excerpts of fiction that correlate to social studies lesson, current events in science, nonfiction that relates to a fiction piece my students are reading, examples of math in the news, etc.)

_____ **discuss “professional development” articles or books with her**

_____ **ask her to remove a student during my class time to work on reading skills or strategies**

_____ **ask her to visit me in my classroom as a “critical friend” or sounding board**

_____ **crunch numbers or data with her**

_____ **brainstorm performance tasks that would improve reading and/or writing in my “discovery lab”/flipped classroom**

_____ **have her conduct a survey of my students so she could make reading suggestions for them**

_____ **ask her to do a mini-lesson on a reading strategy with my students during class**

_____ **brainstorm ways to implement a specific instructional strategy the district expects me to use**

_____ **invite her to do a read aloud or book talk with my students**

_____ **participate in a building-wide initiative to get students to read more** (parents come to the classroom to share a favorite reading, teachers dress as a character from a favorite book, reading contest of some kind, etc.)

_____ **other** (please specify in the space below)

2012: Year Two

Name _____

Directions: Please “Take 5” minutes to complete this quick survey. Return to Mrs. Krett’s mailbox in the faculty lounge no later than Monday, 17 September.

Fall Professional Needs Assessment

I would like help from the instructional literacy coach in the following areas:

- ___ Interpreting data of **INCOMING** students
- ___ Analyzing data of **OUTGOING** students to see what lessons I can learn
- ___ Finding materials for my reading enrichment class (or a structure, or a framework, or strategies...)
- ___ Grouping the students in my class by reading strengths and weaknesses
- ___ Tweaking assignments to fit common core standards
- ___ Developing specific performance tasks to go with text(s) I’m teaching so students work more INDEPENDENTLY on reading and writing tasks
- ___ Eyes in the back of the room. I’d like someone to visit my room to see if I’m...
 - ... calling on one gender more than another
 - ... giving more explicit instruction than time for students to complete tasks

I eat lunch:

- ___ **A (10:40 – 11:10)**
- ___ **C (11:35 – 12:05)**
- ___ **E (12:30 – 1:00)**

I am willing to work with the coach:

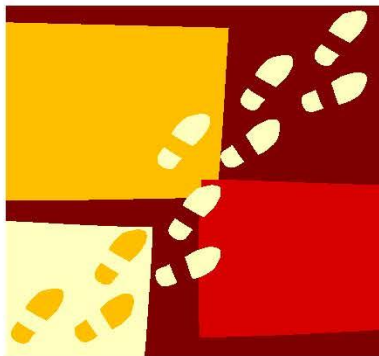
- ___ Between 6:30 and 7:15 a.m. Tuesdays Wednesdays Fridays
- ___ Mondays after school
- ___ Thursdays after the staff meeting
- ___ Prep Period 1 2 3 4 5 6 7 8
- ___ Over a working lunch A C E

Name _____

Duty free prep period (if I have no coverage): _____

Lunch period for possible lunch bunch _____

If you decide to work with a coach
or a Delany Scholar staff member,
please ***make an appointment*** to work
one-on-one, side-by-side
or in a small group with that person



Mr. Cherry – room 216 (x4235)

Mr. Hickman – room 225 (x4271)

Ms. Krett – room 211 (x4234)

Mr. Rodrigues – room 215-A (x4233)

2013:

Year Three

Now that the 1st grading period is over, please
“Take 5” minutes to let us know what your
professional learning goals are and how we can
work together to achieve them. 😊

- _____ I'd like to design or revise a lesson or unit to comply with the
new **PA Core Standards** (PDE's new name for Common Core)
- _____ I'd like to look at **CDT data** to make **instructional decisions**
- _____ I'd like to **analyze data** to **explore patterns** in my grading
system
- _____ I'd like to review the **rubric** for the new **teacher effectiveness
evaluation** so I know what I need to do to get a proficient or
distinguished rating in each area
- _____ I'd like to design or revise a lesson or unit to be more **culturally
relevant**
- _____ I'd like to **explore the defined stem website** to create
assignments for my class
- _____ I'd like to learn more about using **iPads** in my class
- _____ I'd like to learn more about using **Google docs and other
“cloud-based” tools**
- _____ I'd like to create a **project-based assessment**
- _____ I'd like to work with colleagues in other departments to **develop
a cross-curricular lesson or unit**
- _____ I'd like to do more **professional reading** in a book club, article
study group or faculty lunch bunch
- _____ Other. I'd like to ... (write in any other professional learning objective)